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ABSTRACT

A grant project sought to encourage minority participation in teacher education, while offering individual tutoring and mentoring to at-risk children. Involved in the project were 3 Mississippi State University Meridian senior education majors, 4 Meridian Community College sophomores with expressed interest in teacher education, 5 Meridian High School juniors and seniors interested in working with disadvantaged children, 36 elementary pupils, and the principal and faculty of the elementary school. Data were obtained through an 18-item questionnaire designed for tutor-supervisors, tutors, and parents. An exit survey of teacher comments was also obtained to determine student success in the program. A Cronbach alpha of 0.7332 was obtained to determine internal consistency. One-way analysis of variance used to identify significant differences in the perceptions of those surveyed found that: (1) parents are in favor of such programs; (2) students in these program do well in the classroom; (3) students become happy and confident; and (4) tutor supervisors communicate student successes and failures to all involved. One table illustrates the study, and five appendixes provide additional tables, the questionnaire, and evaluation form with examples. (Contains 17 references.) (SLD)

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Minority Recruitment

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Minority Recruitment in Teacher Education

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Abstract

This study reports the results of a grant project conducted in an elementary school. The project sought to encourage minority participation in teacher education, while offering individual tutoring and mentorship to at-risk children.

The following were involved in the project: Three MSU-Meridian senior elementary education majors; Four Meridian Community College sophomores with expressed interest in teacher education; Five Meridian High School juniors and seniors interested in working with disadvantaged children; 36 elementary pupils; and the faculty and principal of the elementary school. A large majority of those involved in the project were minorities, including African-American, Hispanic, and Native American.

Data was obtained by use of a 18-item questionnaire designed for tutor-supervisors, tutors, and parents. An exit survey of teacher comments was also obtained to determine students' success in the program. A Cronbach alpha of .7332 was obtained to determine internal consistency. One-way analysis of variance was used to identify significant differences in the perceptions of those surveyed: Parents are in favor of this program; Students in this program do well in their classroom; The students in this program are happy and confident; and

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The tutor supervisors communicate student successes and failures to all involved.

Introduction

Research clearly confirms the alarming fact that as the number of minority children present in our schools increase, the number of minority teachers who can serve as role models for these children decreases. For minority students to have real hope for a successful life or career, they will need to see themselves in the individuals who are leading in the schools and classrooms (Rancifer, 1993). The American Association for Teacher Education (AACE) in 1989 reported that "blacks represent 16.2% of the children in the public schools, but only 6.9% of the teachers" (p.7). According to Middleton et al. (1988), with the dwindling minority teacher representation, it is possible that a minority student could complete the entire K-12 experience and never meet a minority teacher. A major challenge facing schools of the twenty-first century is how to address the incongruence between increasing minority student populations and diminishing numbers of minorities entering the teaching profession. Kennedy (1989) points out:

The student population is changing dramatically. In the near future, Hispanics will replace blacks as the dominant minority in this country; the total minority population will become a substantial

portion of the total population; and in some states, Caucasians will become a minority group. Yet, despite these changes in the student population, our teaching population is still largely white, suburban, middle class and female (p. 9).

A recent AACTE publication, Recruiting Minority Teachers (1989) reports that of the current 2.3 million public school teachers, minorities account for only 10.3% and projections indicate that by the 1990's minorities will constitute about 30% of the population, but only 5% of the K-12 teaching force. Coupled with a greater proportion (37%) of black and Hispanic teachers who have 20 or more years of experience than do white teachers (30%), the minority teaching force can be expected to shrink even more if serious attention is not given to minority recruitment and retention in teacher preparation programs. Haberman (1987), notes with further alarm the trend of teachers with fewer than five years' experience who indicate that they are likely to leave the profession. This figure increased from 20 percent in 1987 to 34 percent in 1988, with minority teachers more likely to leave than white teachers.

There is heightened awareness by the educational community in regard to the need for greater minority recruitment and retention in the

teaching profession. There is also an increased commitment by all concerned with educating the children of our nation, regardless of cultural, ethnic, or racial differences.

How important is education to each of us? A quotation from a novel entitled The Fountainhead by Ayn Rand provides food for thought:

Man comes to earth unarmed except for his mind. His brain is his only weapon. Man has not great strength of muscle--no fangs, no horns. He must either plant food or hunt it. To plant food a process of thought is needed. To hunt food one must make weapons and thereby a process of thought is required. From the simplest necessity to the highest religious abstraction, from the wheel to the skyscraper--everything that we are or hope to become is the process of our reasoning mind.

Education holds out the promise of developing skills and capacities which will make productive citizens of all people. We must be concerned as we try to attain this promise about the lack of role models which our very diverse cultures are producing. We cannot expect to address this problem of cultural diversity until we are able to place before students those teachers who themselves come from diverse backgrounds. This

must be an integral part of the preparation of our students for the 21st century.

The East Central region of Mississippi is no exception to this national trend in the shortage of minority teachers. Appendix A shows the percentage of minority population in each of the 13 counties of the region that are served by the Meridian campus of Mississippi State University. Appendix B shows the racial breakdown of the student and teacher population of the 21 school districts in this region. This data makes a compelling case for the implementation of a program to recruit and retain minority candidates for the teaching profession.

With the two-fold purpose of creating a pool of potential teacher education candidates and providing individual tutoring and mentorship to a group of minority, at-risk elementary pupils, a grant was sought and obtained from Mississippi Power Foundation in 1992 to fund a partnership project with Meridian Public Schools, Meridian Community College, and Mississippi State University, Meridian's Division of Education. This program utilized: one faculty member and three senior elementary education majors at MSU, Meridian; nine students at Meridian Community College and Meridian High School; and a selected group of

36 minority, at-risk students from grades 2-5 at a local elementary school. The project sought to achieve two broad goals:

1. To increase the pool of potential minority teacher education candidates by providing minority students with basic teaching skills and the opportunity to experience the satisfaction of working individually with young children in an educational setting.

2. To provide minority, at-risk elementary pupils with individual tutoring and mentorship, with the potential for increased academic achievement as well as provision for role models and mentors.

The following questions were formulated:

1. Was there a significant difference in the opinions expressed by the parents, tutors, and tutor-trainers regarding the after-school program at the beginning of the project, as compared to the opinions expressed at the completion of the project?

2. Were the qualitative assessments compiled by the teachers of those students involved in the project indicative of significant accomplishment, either cognitive or affective?

3. Did the project yield significant increases in minority recruitment in the teacher education program at Mississippi State University, Meridian campus?

Literature Review

A report by the Carnegie Forum on Education and the Economy (1986) estimated that between 1986 and 1992 approximately 1.3 million teachers will be hired in the United States. Various reports (One Third of a Nation, 1988; Equality and Excellence, 1985; Minorities in Higher Education, 1989; and Education that Works, 1990) predicted a severe shortage of minority teachers. Projections indicate that the minority teacher force may be less than 5 percent by the year 2000. These concerns are further complicated by demographics which indicate that by the year 2000 thirty-three percent of the school-age population will be minority, and by the year 2020, the percentage will have reached an all-time high of thirty-nine percent (Johnson, 1991). It is expected that by the year 1995 only 60 percent of the demand for school teachers will be met (ACE, 1989). In the period between 1970 to 1985 students expressing an interest in the teaching profession declined from 19.3 percent to 6.2 percent (Darling-Hammond, 1987). Adding to this problem is the fact that

there is a 6 to 8 percent annual attrition due to resignation or migration to other professions and that close to a million teachers will be retiring in the next ten years (AACTE, 1989).

As the percentage of minority students increase proportionally, so must the percentage of minority teachers. Current trends in high school completion and college participation rates predict a dismal future in education for minorities. While some progress was noted in attendance and achievement between 1986 and 1988, more recent data predict a downward trend in the number of minorities entering college and graduating. The overall trends show declining enrollments and the projections for the numbers enrolling in teacher education programs are even lower. Something must be done to make education an attractive option for potential teachers. School districts and teacher education institutions must take advantage of the opportunities present to recruit minority candidates in the local community, at the high schools and community colleges, and in the workplaces where minorities have found other employment (Middleton, 1991). In a program at the University of Wisconsin, Madison, recruitment efforts were begun in the community, then expanded to surrounding areas. Linkages were developed with

surrounding public schools, community agencies, and youth groups. Opportunities were created which permitted public school students to develop early experiences in a college environment. Aggressive goals were established for recruiting and retaining minorities. Other initiatives included funding student orientation, mentoring and tutorial programs, establishing a multicultural center, and creating partnerships with other entities such as churches, businesses, and public school districts (Johnson, 1991).

Another program of interest is PREMIER, a collaborative effort among an urban school district (Duval County Public Schools), a local community college (Florida Community College at Jacksonville), and an urban college of education (University of North Florida). The major goals of PREMIER are: (1) to enhance cooperative links among the community college, the university, and the public schools in order to increase the number of minority students entering teacher preparation, improve students' chances of graduating from college, and facilitate the matriculation process from school to community college to university; (2) to identify and recruit more minority students from high schools and community colleges and provide mentoring experiences designed to

support them through their undergraduate program; (3) to provide PREMIER students with academic support in basic skills needed for success in the teacher preparation program and in teaching; (4) to provide a wide range of early field experiences; and (5) to provide a counseling/mentoring support system to improve retention and program completion rates (Gutknecht, 1992).

In many programs for the prospective teacher educator early field experiences are designed to enhance their knowledge of various educational contexts and allow participants to build an experiential base in teaching as a profession. Successful entry into the profession needs to include more than content knowledge and instructional ability. It must include a working knowledge of what it is like to be a teacher operating within the culture of a school (Ryan and Cooper, 1988). The purpose of these early components is to provide specific, targeted field experiences designed to immerse participants in real-world "what-it's-like-to-be-a-teacher" activities.

According to Middleton, Mason, et al. (1988), colleges of education wishing to be successful in their minority recruitment efforts must seek students several years before they are ready to seriously consider

teaching as a career. University teacher education officials must organize, plan, collaborate, bring about awareness, and emphasize opportunities in education to minority church education groups, minority social groups, YMCA and YWCA, minority recreation groups, and minorities in elementary and secondary schools (Rancifer, 1993). It is clear that universities must collaborate with community institutions in order to attract minority candidates to the profession.

The Future Teacher Institute (FTI) is a minority teacher recruitment model, initiated and field-tested at California State University Dominguez Hills (CSUDH) over a 5-year period. The FTI's goal is two-fold: (1) to involve promising minority high school students in a direct teaching/learning experience; and (2) to familiarize fourth- through sixth-grade minority students and their parents with a college environment so that higher education might be viewed as both possible and desirable, thus increasing the likelihood that they will eventually choose a career in education. The Institute requires a ten-week cycles of Saturday meetings using college facilities. During the first three weeks teams of five high school student with common academic interests (math, science, or language arts) learn and practice techniques of group planning and

teaching. Each team member is assigned a specific role. These may be rotated so that each future teacher has a chance to play all roles in the teaching process. In the following weeks each high school team plans and presents enriched learning activities for groups of ten to fifteen elementary school students from neighborhood schools. It is important to note that the high school students are learning to plan and teach group lessons cooperatively rather than tutor students individually. Hence, major strengths of this model are the support received from colleagues, the synergistic production of teaching ideas, and the realism as a career experience. Over 250 high school students have participated in this program. The ethnic distribution of the group was 34% Black; 16% Asian; 48% Hispanic; 4% Filipino; 2% White and 2% Pacific Islander. In pre-post Institute questionnaires, the number of participants who indicated they were "very interested" in teaching as a career rose from 41% to 68%. CSUDH intends to follow participants for five years to determine the impact of the program on career choice. Follow-up questionnaires to date indicate that 50% of the high school participants who are currently in college still plan to pursue teaching as a career (Warshaw, 1992).

Rancifer (1993) poses several questions as to the decline in the number of minority students in teacher education: (1) Do minority students feel other professions provide more upward mobility than teaching? (2) Do minority students see as many role models in upper level professional education jobs as they once did? (3) Are entry level teaching salaries too low to attract minority students to a teaching major? (4) Is there a lack of or ineffective recruitment techniques by teacher education institutions to interest minority students in teaching careers? (5) Does the fear of failing the Pre-Professional Skills Test (PPST) and the National Teacher Examination (NTE) discourage minority students from entering teacher education programs? and (6) Is it simply that the available pool in each college/university has too few minority students? These and similar questions must be addressed in order to arrive at viable solutions to this issue.

Methodology

The setting for this study was a local elementary school with approximately 350 students enrolled in grades K-5. The principal of the school with the assistance of the faculty identified 36 minority, at-risk students in grades 2-5 to participate in this program. Criteria for selection

included the need for individual assistance as measured by standardized scores as well as teacher recommendation; the students' commitment to attend three one-hour after-school sessions each week; and the willingness of the parent(s) of the students to allow their child to participate in the program, to provide transportation after the sessions, and to attend scheduled meetings with the project team members. The principal and teachers were also invited to attend the parent meetings to foster more effective communication between home and school. For each small group of elementary students (3-4), there was one minority high school or community college tutor. Minority students are more easily motivated by other successful minority students; also the exposure to positive role models in high school and college students who view education as having status and prestige cannot be overestimated.

Three Mississippi State University, Meridian campus seniors majoring in elementary education were chosen to participate as tutor-trainers. The role of the tutor-trainer was: to organize and conduct a training session for the tutors in which they were given instructional techniques and procedures for effective tutoring; serve as liaisons between the university and the elementary public school; coordinate

parent meetings; send out pertinent notices and information; collect data on attendance and achievement; provide references, materials and knowledge in dealing with instructional matters as well as any discipline or management problems; and exemplify the professional demeanor of a future educator.

Tutors were sought who were interested in education as a career, either expressed as in choosing a major or simply as being desirous of working with younger children. All of the nine tutors chosen had high grade point averages, expressed a commitment to the goals of the program, and were active in school and community service activities. All were minority, including African-American, Hispanic, and Native American. All those involved as tutor-trainers and tutors were provided a stipend through the generosity of a Mississippi Power Foundation grant.

Data Collection and Analysis

A survey was administered at the beginning and end of the program to the elementary students, their parents, the tutors, and the tutor-trainers assessing their attitudes and opinions concerning the program and its goals. (Appendix C) In addition to the survey results, an exit questionnaire was administered to the teachers of those elementary

students who had completed the program, with the objective of obtaining qualitative data in the form of comments and evaluations about the pupils' progress in academic achievement, work habits, attitudes toward school, and any other pertinent topics the teacher wished to focus on. (Appendix D)

A Cronbach alpha of .7332 was obtained to determine internal consistency of the survey instrument. One-way analysis of variance was used to identify significant differences in the pre- and post-perceptions of those surveyed.

Results and Discussion

The first question formulated for this project dealt with the opinions, both pre-project and post-project, regarding the after-school tutoring program. Results of the Analysis of Variance revealed statistically significant differences on these four items:

Insert Table 1 about here

Item 1: Parents are in favor of this program. This item was significantly different at $p < .05$. The F ratio was 8.1617 and the F

probability was .0135. A significant majority of the parents surveyed were extremely positive in their evaluations of the program. This alone would encourage others to undertake any after-school intervention that might embrace the home-school connection as well as encourage parental involvement and positive parental attitudes regarding education in general and their child's school specifically.

Item 6: Students in this program do well in their classwork. This item was significantly different at $p < .05$. The F ratio was 15.6000 and the F probability was .0017. The increased motivation and heightened self-esteem certainly contributed to the feelings of being capable learners. The children in this program were given additional help after school with their homework, thus lessening the need for parents to assist in this undertaking, as well as removing some of the pressure and stress for those children who had no source of help at home when homework posed difficulties.

Item 8: The students in this program are happy and confident. This item was significantly different at $p < .05$. The F ratio was 22.4824 and the F probability was .0004. This item has a direct linkage to Item 6 in that children who are experiencing success rather than failure certainly

exhibit attitudes of happiness and confidence. They feel certain of their ability and have the self-assurance to tackle their school work with enthusiasm rather than reluctance.

Item 12: The tutor supervisors communicate student successes and failures to me. This item was significantly different at $p < .05$. The F ratio was 6.5000 and the F probability was .0242. The increased communication between all parties who were working with the children contributed to the success of the program. Teachers, tutors, parents, and children sensed interest and concern for the program's success with a focus on the children's well-being and positive self-image contributing to their academic improvement.

All four items indicated increased interest in the children's success, with all concerned focusing on the need for these at-risk children to feel good about themselves in relation to school and the work associated with school.

The second question formulated for this study focused on the qualitative comments expressed by the teachers of the students involved in the program and specifically asked if there were significant differences in the child's cognitive and or affective growth as evidenced by their daily

behavior in the classroom. The assessment form that was given to the teachers simply asked their opinion as to whether the student had shown Improvement, No Change, or Regression. Each teacher was also asked to comment regarding the basis for making that assessment, and to summarize any changes they had noticed in the students' academic or affective behavior throughout the year. This form provided more useful information regarding the actual accomplishment of the elementary children involved in the project, because it came from the personal standpoint of the person who interacted with these students each day of the school year. They were uniquely qualified to provide input that more accurately measured the actual outcomes of the program in terms of how the student changed in relation to his assigned classwork and homework, his attitude toward school and learning in general, his work and study habits, and his success in terms of grades and achievement.

Almost 70% of the forms pointed to improvement in the students' academic achievement as well as improved self-esteem and increased self-confidence (see Appendix E) for comments from teachers involved with students directly involved in the program. These and other comments point to the value of the program in building positive feelings

and attitudes toward school and learning. The children were always eager to attend the sessions. There were no discipline problems once the initial guidelines were established. The only problems encountered in the program dealt with transportation. Many of the parents were unable to provide transportation home after the tutoring sessions, leaving that responsibility to the principal or in some cases, the tutors or tutor-trainers. This caused several of the students to stop attending the sessions. Ideally, transportation should be provided, but in this instance, that was not a possibility. Parent involvement also was not what was desired at the onset of the program. This issue also would need to be addressed more definitively in the early stages of any such project. These issues are common issues when dealing with educational institutions and especially when dealing with at-risk children. There must be an effort to address and deal with the problems that are ever present if we are to make inroads in the enhancement of these children's achievement and self-esteem.

The third question formulated for this study dealt with the recruitment and retention of minority students in the teacher education program. The project sought to encourage an interest in the teaching

profession by making possible a "real-life" experience for those with interest in children and the educational process. Minority tutors were given the opportunity to work in small-group situations with at-risk elementary students, helping them with academic efforts, study skills, homework completion, reading to and with them, and most importantly providing a positive role model in terms of school, learning, and career choices. Of the nine tutors, four were enrolled at the local community college and had expressed an interest in education as a career. The remaining five tutors were high school seniors, who were unsure as to career choices specifically, but were inclined to "helping professions" such as teaching, public service, social work, and medicine. Two of the community college students are now enrolled at the Meridian campus of Mississippi State University. One has formally entered the teacher education program, with one other enrolled in the social work program. This decision was made due to difficulty in passing the National Teacher Exam. The remaining two will be ready to transfer to the university at the end of this semester; they are still potential candidates for the teacher education program. Of the high school seniors, all received substantial scholarships, with three of the five opting to enroll at out-of-state

universities. Three chose medicine, with one expressing interest in public service, and one undecided.

Conclusions and Recommendations

Children need to see themselves in every career choice; the need for minority teachers in the classrooms of our nations is severe, not only in terms of numbers but in terms of quality. Teachers who care and who model qualities and characteristics that need to be engendered in our children are vital to the growth and development of all children. The academic achievement and the affective growth will only occur when there is a concerted effort to recruit, hire, and retain qualified teachers. Programs that seek to establish linkages between minority children and those who are interested in working with them will succeed; the efforts must be made to communicate this need by building collaborative efforts between universities, community colleges, public school districts, churches, social organizations, youth groups, and businesses. Education and the careers associated with it must be made to be promising and desirable to our minority children in order to change the trend of underrepresentation that is prevalent. The grant that aided in the establishment of this program for after-school tutoring was

successful, whether measured in terms of attitudes of those involved, pupil achievement and self-esteem, or subsequent enrollment in teacher education programs. The children benefitted from the individual attention; the tutors learned much about children and their learning capabilities and difficulties; the tutor-trainers and tutors had the opportunity to "try on" the career to see if it "fit"; and the university forged a collaborative relationship with the elementary school, the high school, the community college, and the general public. These and other similar efforts throughout this state as well as others will bring resulting improvements in the quality of the educational offerings we can provide not only for our at-risk children, but for all children.

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Appendix A

**Percentage of Minority Population by Race in 13-County
Service Area**

County	White	Black	Indian
Attala	60.75	39.14	0.01
Clarke	65.09	38.81	0.00
Jasper	50.78	49.16	0.03
Jones	76.64	32.13	0.07
Kemper	45.25	54.32	0.43
Lauderdale	67.75	31.33	0.08
Leake	61.48	34.89	3.58
Neshoba	70.82	18.29	10.57
Newton	70.25	27.23	2.44
Noxubee	35.04	64.59	0.36
Scott	64.77	35.03	0.13
Smith	78.62	21.15	0.20
Wayne	66.47	33.47	0.00

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Appendix B

East Central Mississippi Service Area — Count by Race & Sex

COUNTY	TOTAL NO.	AFR-AM		WHITE		ASIAN		INDIAN		HISPANIC	
		M	F	M	F	M	F	M	F	M	F
ATTALA											
District 1	1395	38.21	34.55	13.33	13.84	.07	.00	.00	.00	.00	.00
District 2	2160	23.29	23.84	27.27	25.28	.19	.09	.04	.00	.00	.00
CLARKE											
District 1	819	16.73	12.45	36.38	34.07	.37	.00	.00	.00	.00	.00
District 2	2612	26.80	27.18	24.12	21.78	.00	.00	.08	.04	.00	.00
JASPER											
District 1	1429	51.43	48.08	.21	.28	.00	.00	.00	.00	.00	.00
District 2	1984	28.02	27.82	23.19	20.97	.00	.00	.00	.00	.00	.00
JONES											
District 1	8543	10.93	10.16	40.54	37.25	.14	.02	.40	.39	.16	.01
District 2	3220	38.57	36.46	13.41	11.77	.00	.06	.00	.00	.00	.00
KEMPER											
District 1	1774	42.62	41.71	7.50	7.50	.00	.00	.34	.28	.00	.05
LAUDERDALE											
District 1	6991	15.53	14.49	36.77	32.76	.13	.07	.06	.00	.10	.09
District 2	7754	32.91	31.08	17.82	17.41	.29	.19	.04	.00	.13	.13
LEAKE											
District 1	3285	32.39	26.82	20.46	18.57	.00	.03	.91	.82	.00	.00
NESHOBA											
District 1	2930	10.07	10.34	38.16	34.16	.00	.03	3.62	3.62	.00	.00
District 2	1255	27.57	26.21	23.11	21.35	.08	.16	.56	.88	.00	.08
NEWTON											
District 1	1647	14.51	12.75	35.46	33.09	.00	.06	1.58	2.49	.06	.00
District 2	1309	33.92	35.90	15.13	15.05	.00	.00	.00	.00	.00	.00
District 3	879	13.88	12.17	34.70	38.23	.00	.00	.57	.34	.11	.00
NOXUBEE											
District 1	2444	50.53	48.94	.33	.12	.00	.00	.00	.00	.04	.04
SCOTT											
District 1	3873	22.31	21.20	30.44	25.12	.00	.03	.31	.26	.18	.15
District 2	1786	28.78	27.16	23.52	20.05	.22	.17	.05	.05	.00	.00
SMITH											
District 1	3099	16.13	16.07	36.04	31.72	.00	.04	.00	.00	.00	.00
WAYNE											
District 1	4213	24.23	24.83	26.18	24.64	.05	.05	.02	.00	.00	.00
Totals	65401	25.04	23.85	26.20	23.93	.09	.06	.37	.36	.06	.04

East Central Mississippi Service Area — Count by Race & Sex
Teachers

COUNTY	TOTAL	AFR-AM		WHITE	
ATTALA					
District 1	102.88	12.00	25.00	16.00	49.88
District 2	119.36	7.05	18.00	22.60	71.71
CLARKE					
District 1	46.00	2.00	5.00	10.00	29.00
District 2	162.07	4.00	24.00	26.70	107.37
JASPER					
District 1	93.21	20.44	57.14	4.00	11.63
District 2	122.71	3.00	18.96	29.84	70.91
JONES					
District 1	536.14	19.44	52.75	92.37	371.58
District 2	227.69	17.84	57.30	32.03	120.52
KEMPER					
District 1	125.17	26.00	50.15	9.80	39.22
LAUDERDALE					
District 1	395.05	11.00	56.00	68.65	259.40
District 2	482.29	31.06	121.34	59.82	270.07
LEAKE					
District 1	193.46	23.40	59.01	27.44	83.61
NESHOPA					
District 1	171.72	5.80	25.00	32.60	108.32
District 2	79.37	2.00	14.48	14.00	48.89
NEWTON					
District 1	105.38	3.90	6.00	24.86	70.62
District 2	92.84	6.31	11.00	11.01	64.52
District 3	57.17	.00	2.25	12.71	42.21
NOXUBEE					
District 1	142.80	35.00	73.80	5.00	29.00
SCOTT					
District 1	232.81	8.00	43.00	56.57	125.24
District 2	113.49	5.68	23.85	17.45	66.51
SMITH					
District 1	194.46	6.00	19.00	35.98	133.48
WAYNE					
District 1	247.70	14.00	44.65	32.33	156.72
Totals	4043.77	263.92	807.68	641.76	2330.41

Racial Breakdown to Total Teachers Employed - African-American @ 26.5%; White @ 73.5%

Minority Recruitment

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Appendix C

OPINIONNAIRE FOR TUTORS

NATIONAL
COMPUTER
SYSTEMS



E Strongly Disagree
D Disagree
C Undecided
B Agree
A Strongly Agree

1. Parents are in favor of this program.
2. Parents of students in this program are interested in their child's schoolwork.
3. Parents of students in this program are interested in helping their child to learn.
4. The children in this program have good study habits.
5. Students in this program have their homework prepared.
6. Students in this program do well in their classwork.
7. Students in this program achieve to their potential.
8. The students in this program are happy and confident.
9. I feel that I can provide assistance for the students I help.
10. I will enjoy working with the students in this program.
11. This tutoring program should be a part of the regular school program.
12. The tutor supervisors communicate student successes and failures to me.
13. The tutor supervisors involve me in instructional planning.
14. I am in favor of this program.
15. The tutor supervisors are helpful to me.
16. This program will enable me to make a decision about teaching as a career.
17. This program will provide me with knowledge about the teaching field.
18. At this point in my schooling I feel that I am choose teaching as a career.

(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)

OPINIONNAIRE FOR TUTOR-SUPERVISORS

NATIONAL
COMPUTER
SYSTEMS



Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

1. Parents are in favor of this program.
2. Parents of students in this program are interested in their child's schoolwork.
3. Parents of children in this program are interested in helping their child to learn.
4. Students in this program have good study habits.
5. Students in this program have their homework prepared.
6. Students in this program do well in their classwork.
7. Students in this program achieve to their potential.
8. The students in this program are happy and confident.
9. The tutors in this program can provide assistance to the students they help.
10. The tutors will relate well to the students in this program.
11. The tutors are the quality of person who should choose teaching as a career.
12. The tutors are interested in becoming teachers.
13. This program has provided me an opportunity to convince the tutors to major in education.
14. The program is helpful in assisting me to become a better teacher.
15. The teachers/principal involved me in instructional planning.
16. The teachers communicate the student successes and failures in the classroom to me.
17. The teachers/principal feel that the tutoring program is helpful.
18. I am in favor of this program.
19. This tutoring program should be a part of the regular school program.

(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)
(A)	(B)	(C)	(D)	(E)

Minority Recruitment

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Appendix D

Date _____

Child's Name _____

_____ Improvement

_____ No Change

_____ Regression

Teacher Comments:

Teacher's Signature

Minority Recruitment

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Appendix E

The following are samples of the comments made by classroom teachers of children involved in the program:

"The main improvement I've seen with David throughout the year is an increased willingness to try--to attempt words he may not know and would not have tried before the tutoring program".

"Corey enjoys going to tutoring each week. He has really been working hard and taking more pride in his work in class."

"Casey's homework is completed on a more regular basis".

"I don't think Tiffany has improved much academically, but the tutoring program has helped boost her self-confidence".

"Brandy has shown much improvement in her work habits and she has brought her grades up in three areas".

"I believe the tutoring program is helping Jafinis build her self-esteem. She appears more confident when beginning a new task. Jafinis enjoys attending the tutoring program".

"Demond has made honor roll this nine weeks. Also, his homework has improved".

"LaDonna seems more anxious to complete her work".

"Priscilla has improved. She missed the honor roll this time only due to a "C" in social studies."

"Susie has made some improvement, but doesn't stay in desk much to get much accomplished".

"David has made much improvement in math".

"Sanchez's work habits (classwork and homework) have improved especially".

"Jennifer has shown improvement".

"Carmen does not put "outside" effort into her school work. Although there has been "no change" in her grades, she has been more involved with classroom work and discussions. She has also attempted to complete homework assignments to the best of her ability".

Table 1

One Way Analysis of Variance of Significant Items:

Item	F Ratio	F Probability
1: Parents are in favor of this program	8.1617	.0135*
6: Students in this program do well in their classwork	15.6000	.0017*
8: The students in this program are happy and confident	22.4824	.0004*
12: The tutor supervisors communicate student successes and failures to me	6.5000	.0242*